

# The Educational Weekly.

## The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL,  
JEREMIAH MAHONY, } EDITORS.

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CHICAGO, ILL., MARCH 20, 1879.

## Editorial.

Bishop Gilmour of Cleveland has broken out again. Now he threatens to excommunicate not only parents who send their children to the public schools but also the members of the labor unions and benevolent societies which have the suspicion of secrecy about them. We respectfully request our American fellow citizens to indulge this eccentric and troublesome prelate with a suspension of their judgment until we see what direction his disease takes and until science informs us whether it is located in the *cerebrum*, the *cerebellum*, or the *medulla oblongata*.

Of all persons who argue against the public schools, one of their own graduates and beneficiaries is the most inconsistent and odious. To hear one boast of his business ability and mental grasp in one breath, and argue against the institution which gave him both in the next breath, to watch a man of standing who, but for the public high school, would be trimming hams in Bridgeport or driving oxen in Wisconsin, in his efforts to cripple and destroy the efficiency of the high schools, would mystify a sage, were not the explanation to be found in the fact that ingratitude is the mastering trait of a base mind, and that the first impulse of a low nature is to drag down the person or thing that raised it to a degree of respectability for which he was not congenitally designed.

A weapon of defense of the public school system that has not yet been tried is that of independent educational journalism.

The monthlies have been too tame and dignified, and altogether too tender of the feelings of our enemies. A little peppery personality would not be out of place just about these times, and we feel quite in the mood of indulging in it. We have in mind a certain party who has plotted for years against the schools and given them ells of printed abuse, and yet, when lately his sore conscience was touched with the feathered part of an editorial quill, he whined like a whipped cur. The fact is that the means, motives, and character of those who have been bothering us of late could scarcely pass well-lighted inspection. There is not one of them that could not be demoralized with a stick of type and killed professionally and politically in a column of printed matter.

The suggestion of the WEEKLY that the course of the division highschools of Chicago be so revised as to connect them with the Central High School instead of being independent, rival side-shows, is meeting with favor in every quarter, except, perhaps, at the hands of the ill-omened party whose meddling resulted in the mutilation of the high school course in 1875. The number of advanced studies pursued should not exceed three; no study should be commenced that can not be mastered, or that is pursued in the Central High School; and the whole course should be preliminary to, and preparatory for, not parallel with that of the Central. Now that the West Division High School is to be housed in a new and commodious building, would it not be well to lay out a clear and reasonable outline of instruction, one which shall feed the Central with pupils, instead of the present plan, whose effect is to starve it? Will the Board please consider the matter? The charge that the graduates of the division schools are conceived beyond the notion of pursuing their studies farther may not hold good in many cases, but it is nevertheless true that a short and superficial course in a certain branch is not the proper preparation for the exhaustive pursuit of the same branch in the more advanced curriculum of the Central. Better not touch a study until students are ready to handle it in earnest. "A little learning is a dangerous thing" is a warning that should ever be heeded by those who expect to accomplish an academic course.

### ROUGH IT.

IT is a great mistake to hold out to pupils the promise that comparative idleness or genteel employment will be the reward of diligent study and advanced scholarship. Rather should labor, profitable and intelligent, but still labor, be presented as the reward of good conduct in school. We need missionaries to preach the gospel of truth and temperance; not less is our need of apostles to preach the gospel of hard work.

It is in work, not in idleness, that happiness is found; and it is very strange that teachers fail to impress this truth on the minds of their pupils but hold up to them false pictures of a life of idleness.

Parents are as silly and misleading as teachers in this matter. "I want him to stay at school so that he will not have to dig, as his father has to!" cries the misguided and misguiding mother, little knowing that such talk dinned into the boy's ears tends to make of him a man as much inferior to his honest, hard-working father as it is possible to imagine; and the teacher listens and

smiles and humors the conceit, instead of advising the woman to set the boy at hammering or digging beside his father. No boy who graduates from the high school should fail to learn a trade, if he has a taste for mechanics. His term of schooling is the best possible preparation for such a course, and in the shop his education will tell much more than it would behind a counter or over a ledger.

In propagating the notion that education will prove a substitute for hard work, commercial colleges are peculiarly mischievous; but all our schools are bad enough in this respect to make it obligatory on each to cry *peccavi*! Let us preach the beauty and potency of honest, hard, manual labor for a decade, and see what will come of it.

It is a pity that we cannot have an industrial attachment to our system, in which the activity which now vents itself on the streets much to the danger and discomfort of the grown-up population, might be utilized, and a preparation given to youth of a mechanical turn for journeyman work in a shop, or, at least, an advanced apprenticeship. As we are situated circumstances are against us. The trades unions limit the number of apprentices and the boys themselves have a craze not for work but for "business." If they file papers or sweep an office floor, it is "business." Our system will not be perfect till we have facilities for turning the activity of children into regular and legitimate channels, nor will our code of ethics be complete till the virtue of hard work is made the axis of our system. Then will true motive and rational effort radiate from the center and happiness and prosperity line the periphery.

#### THE GRADING OF COUNTRY SCHOOLS.

MR. A. L. WADE, of Morgantown, West Virginia, county superintendent of schools, has introduced, and carried forward to gratifying results, a "graduating system" in the public schools of Monongalia county which has attracted considerable attention in neighboring counties, and which has been adopted in several other counties in that state and in various places in Western Pennsylvania. The various features of this system have been discussed at most of the teachers' associations throughout the country, although their adoption has not in general been thought advisable. According to Mr. Wade, the plan which he has so successfully carried out for four years past has produced an "educational revival" in that part of the country. According to his plan a course of study is adopted for the free school branches, the more advanced pupils being organized into four separate classes according to their grades. A time is fixed in which each pupil is expected to complete the course; an annual examination is held, with "commencement" exercises in each district, and diplomas are granted to those who, upon examination, are found to be worthy of them. Among these graduates alumni associations are formed, and an annual catalog is published by each district, in which the names of graduates and undergraduates appear in the classes to which they respectively belong. "It is simply applying to *primary schools* a system which, centuries ago, was adopted in universities and colleges, and more recently in academies and high schools."

There can be no question but that such a course will very materially quicken the interest of both pupils and parents in the public schools. The same personal ambition is appealed to in the children as that which inspires the academic or college student to apply himself diligently to his studies, and finally graduate from the course with a formal certificate of attainments. And

this is also the testimony of Supt. Wade after having well tried the plan. He says, "Wherever it has been properly tested, it has created an interest among pupils and parents never before witnessed in free school work." He furnishes abundant testimony of a similar kind from others who have tried the plan, and strongly urges its general adoption throughout the country. Hon. John D. Philbrick writes under date of Feb. 28, 1879, "Your system, wisely administered, would produce, without doubt, very beneficial results. \* \* \* From your report I feel convinced that you are doing an admirable work, and I have no doubt that your county ought to be marked as a bright spot on the educational map of this country."

"The tendency toward such a 'graduating system' is apparent in the public schools of the cities and larger villages everywhere. Each year some city school adopts for the first time the practice of giving diplomas or certificates to pupils who are not expecting to remain in school long enough to reach the highest department. And where the rural schools are competently superintended and the patrons are generally constant from year to year, it is not only possible but certainly desirable that the course of study should be definite and uniform in the various districts of a county. However, without a competent superintendency, such a system would result in just that which is now everywhere condemned and in too many places practiced, especially in the primary grades, *viz.*: a system of cramming and over-work which is the result of an ambition to accomplish the most possible in the shortest time. If with the experience and ability of our city superintendents and teachers, there is still an evident excess of competition, too much high pressure, and too little individual instruction, how can younger and less experienced teachers be expected to avoid these evils? Further, it may be tolerable for the young man or woman in academy or college to be placed on—his, her, their—mettle, and tested to the highest capacity, yet if such strain should be placed upon the delicate and sensitive nature of childhood, the result would be disastrous in the extreme. It is just this fault which is to-day provoking most criticism and threatening most seriously the unity of the system in large cities. The lower grades are suffering from over-taxation. Too much is required of pupils and teachers, as the result of severe grading. The memory is pressed beyond its natural capacity, and the education of the child is lost sight of in the anxiety to accomplish the results indicated by the printed 'course.'"

While we do not accept the implication, yet we find so apt an illustration of our point in some recent remarks of the mayor of the city of Worcester, Massachusetts, that we quote them as showing the views held by many prominent and well-meaning men, and the features of our present public school work which need to be most carefully examined, and defended if defensible, or modified if vulnerable.

"That the system has some advantages, more particularly of an administrative character, will not be denied. It has the ability to deal with a larger number of scholars, in the same length of time, perhaps than any other. But the dealing is not of the right kind. It is the pouring in, rather than the drawing out. It always crams, but rarely teaches. And the question which is now agitating the minds of some of our best educators is, whether the sacrifices demanded by it are not too great for the benefits derived from it; whether there is not more lost in the quality of the teaching than there is gained in the quantity; whether the whole system is not too mechanical, too artificial, dealing too much with formulas and too little with ideas; whether the attempt to apply the same treatment to different minds and different temperaments, the dull dragging down and impeding the bright and active, for the sake of carrying them along together in the same grade, is not worse than useless—positively ruinous; whether there is not great danger in the attempt



to bring all diversities of gifts and talents which may be found in the different members of a school into one arbitrary line, for the purposes of a general treatment, applying to each and all the same inflexible and unyielding rule, and so incurring the risk of crushing out every trace of the natural and the true, in the pupil, and substituting the more shapely and comely, perhaps, but less desirable, and less attractive form of the artificial and the false; whether, in brief, the process which the system calls for has not the tendency, from its very character, to turn out from our schools mere machines, rather than thinking, reasoning, and well educated men and women."

This question is one of great importance in the administration of our public school system, and the friends of that system should give it fair and sober consideration. While, therefore, the WEEKLY would approve and defend every such movement as that of Supt. Wade in West Virginia, if judiciously and wisely conducted, it would caution all who are devoted to such progressive steps to advance slowly, and carefully guard against abuses which are apt to follow close upon the heels of all true progress. Anything which will elevate the teacher and his work, anything which will deepen the interest of parents in the education of their children and secure for the teachers and the schools better facilities and better compensation, anything which will tend to popularize the public schools of the country, should receive the encouragement of all who have been connected with these schools as teachers or pupils and thus learned by experience their value and importance to the highest interests of the people and the nation.

#### ELEMENTARY EDUCATION—ITS NEEDS—ITS DEFICIENCIES.

THE chief obstacle obstructing the progress of educational advancement in this country is the want of skill and power in elementary training by the great mass of parents and teachers. Because the first stages are both formative and fundamental, and because the young mind is itself unskilled in the use of its powers, ingenuity, tact, and a clear perception of the capabilities and aptitudes of the child are essential in the early instructor. Everybody theoretically admits this truth. That the family, the kindergarten, and the primary school, above all other agencies, do their work intelligently and wisely, no thoughtful person pretends to deny. But when it comes to the application of these theories in practice, there is a diversity of opinion that leads to great embarrassment. Parents, kindergartners, and primary teachers need more skill, a clearer insight into the nature of the child, and a more subtle adaptation of means to ends than any or all other classes of persons engaged in the work of education. The question of all others in this important field of effort is, how shall the necessary skill, insight, and power of adaptation be secured in the service? Shall they be left to the chances of spontaneous development? or to the operation of the law of demand and supply? Or, is it possible that they may be developed through the use of means specially adapted to the purpose? May these "talents" be cultivated, increased, indefinitely multiplied like other talents by judicious exercise wisely diverted to the end in view?

The fine art and the high art in teaching are really demanded in the so-called lower grades. The character of the child and the future character of the man also are, in the main, determined during the first seven or eight years. The most momentous issues of life and, indeed, of the entire duration of existence, are at stake in the character of the influences and associations of this seed time. What we want, therefore, is not alone the gift of teaching the contents of the text-book, but that far higher capa-

bility of forming right habits and shaping the character of children during this critical formative period. Our school work is perverted from its true purpose, and the ends of education are defeated by machine teachers and machine boards profoundly incompetent to deal with the delicate and important interests unwisely entrusted to them. Of the letter there is an abundance, but of the spirit of teaching there is a grave deficiency everywhere. But how are true power and skill to be secured to a sufficient extent to meet not the demand so much as the need of the hour? for the need is far greater than the demand.

The complaint is made in high quarters that too much time is wasted on the elementary studies. If any time at all be wasted, surely too much is wasted. Wherever there is a lack of skill and power there is waste and, worse still, a perversion of the faculties. The skill being given, the waste must disappear, because the former implies the wisdom rightly to judge of the time as well as of the requisite manner, methods, and motives involved in the work. Elementary teaching should always be thorough, exact, disciplinary, and formative. Its objective points should be the habits and character. It demands first a mastery of the subject-matter of instruction; second, a comprehensive familiarity with child-nature, and third, the skill to apply this dual knowledge to the attainment of the highest and best interests of those who are to be taught. It takes cognizance of the morals and manners, the sensibilities and the will, the thoughts and actions of the child, and seeks to mold him into the similitude of that perfect character which fits a man for all spots and crises.

Now there are two theories as to the best method of supplying the power and skill required by the exigencies of elementary instruction, and there are two systems based upon them, both of which have their advocates. One of these plans is as old as the institutions of education themselves. The other is comparatively speaking a modern innovation, the outgrowth of experience and of a sound educational philosophy. A consideration of the character and merits of each must be reserved for the future. They need too extended a treatment for the limits of the present discussion.

#### REVIEWS.

*English History in Short Stories.* Revised edition. A. S. Barnes & Co., New York, Chicago, and New Orleans. Mailing price \$1.00.

The "stories" in this volume are rather disappointing as "stories," though quite instructive as compendiums of facts. Every page is interesting, for every page furnishes some information respecting what we have all heard or read about. The facts presented are the most essential ones in the history of Great Britain, and so prudent has the author been in the use of words that even many details are given briefly. A descriptive sketch of every county in Great Britain and Ireland is one of the unique features of the book. The index at the close of the volume is good enough for a complete history, which shows that the little volume contains very much within small compass and may be used as a work of reference, where simple facts are desired. It must serve as an excellent aid to the memory of one who is studying English history.

*A Shocking Story.* By Wilkie Collins. Price ten cents. New York: A. S. Barnes & Company.

This little pamphlet contains a story that reads like a narration of facts, and interests mainly because the characters seem like living persons. It is an account of an English lady of rank who falls in love with her groom. He turns out to be the illegitimate

son of her uncle's wife, the uncle being unaware of this. They were married, the uncle was reconciled, procured an appointment for him which took them out of England, and the story ends, leaving the couple in unspeakable bliss, the usual stopping place.

### EXAMINING TEACHERS.

DAVID KIRK, Minnesota.

THIS important work is frequently delegated to ignorant or dishonest persons, and it is not uncommon to see a large class of teachers in charge of an examiner who is neither a practical teacher nor a fair practical scholar. In this state, (Minnesota) county superintendents—the examiners of teachers for the rural districts—need not know how to read. These officers are elected by the people, and the state constitution makes all electors eligible to any elective office.

Any skillful politician may aspire to the county superintendency, and a man may be a skillful politician in the modern sense though his literary attainments are very slender.

Of course, some good men are elected, but the selection of a competent superintendent is generally accidental and his stay in office is limited to one term. The sight of an incompetent examiner going through the form of examining a body of teachers, many of whom are infinitely his superiors, and exercising all the energies of his unlettered mind to conceal his ignorance from the keen eyes of his class, is a sad one, and one might naturally exclaim, surely this man will be repudiated by the people when they discover how inefficient he is! Philosopher of little depth! This examiner is a man after the people's own heart, and, stupid as he is, he has perceived the essence of the old Roman saying, "The world is willing to be deceived, therefore let it be deceived." The examiner who practically puts his certificate into a basket and tells the teachers to help themselves to one each, is the one who gets a certificate for himself in the fall—a certificate of election to his office.

I will leave this part of my subject with the commonplace remark that the examiner of teachers should be a man of judgment and scholarship, and the additional observation that he should not be elected by the people. As to the nature of the questions, I hold that simple practical questions are better than difficult or unusual ones. They should be comprehensive, but not exhaustive. Let the examiner depend mainly on the *nature of the answer*, in determining the standing of the teachers. Consider whether the answers are full or meagre. Often a parenthetical remark of the teacher's will throw a flood of light on his mental characteristics. Study the examination papers well, for the mind of the teacher is spread out on his paper. Is the teacher neat and slovenly in his mental methods? Look at his paper. Is he proficient in orthography, syntax etc.? Look at his paper. Is he acquainted with the subject under consideration? Study his answer carefully. Notice whether the mistakes, if any, are errors of inadvertence, or dense ignorance. See whether the correct answers are clear or cloudy.

But it is frequently said that the teachers are embarrassed at public examinations, and cannot do themselves justice. Such embarrassment should be taken into consideration, but not as an excuse for a bad failure. The teacher who is so easily embarrassed that he fails altogether, in consequence, is unfit to teach. "But James and Julia were never examined by the written method and cannot prepare a good paper." Then let them go to school where written examinations are a feature of the course. Persons

who cannot express their ideas in writing are not fit to teach. "But John is 'rusty' and Araminta is in poor health." Then let John brighten up, and let Araminta improve her health; for neither is fit to teach as he is, or as she is—(alas, alas, Mr. Editor, where is that new pronoun you have been looking for?).

If possible, ask a good many oral questions, and require prompt oral answers, and mark the results at the time.

Where the written answers fail to indicate the candidate's scholarship satisfactorily, the oral answers may supply the deficiency. And there is the advantage in the use of oral questions, the teachers cannot anticipate them, or receive assistance from others in answering them. How should answers be marked? This is an important question. In the case of examination of pupils in the schools it is well enough to give accurate percentages. These in the long run will truly indicate their standing in the several branches. But teachers are examined only once to determine their grade for the term or year.

A more general view of their answers should therefore be taken. I have long been of the opinion that the schedule of percentages on a teacher's certificate should be discarded for some verbal statement giving in a general way the impressions of the examiner. The skillful examiner can say whether an arithmetic paper is good, poor, or fair, but to decide whether it should be marked 69 per cent or 70 per cent is a matter that consumes a good many brain cells. The average school trustee can understand the value of the word *excellent* as applied to a teacher's standing in grammar, but the arithmetical representative of a certain per cent of correct answers looks to him like an ancient hieroglyph.

Examinations should be public. Teachers who cannot undergo the ordeal of a public examination are not fit to teach. How many questions should be given? That is a matter for an experienced examiner to determine. In general it is better to give many short questions covering considerable ground, than a few long and difficult questions that refer to a limited portion of a subject. Shall scholarship alone be considered? No, but it is about the only element of a teacher's qualifications that can be weighed at a formal examination. Ability to teach, when it can be ascertained, should be taken into consideration. The subject is endless, and my pen moves slowly, for I am not now actively engaged in the work of education. By and by I will send the WEEKLY some queer answers to examination questions, serving to illustrate the crude ideas of some would-be teachers, and showing at the same time the difference between mistakes of ignorance and mistakes of inadvertence.

### CHICAGO NOTES.

The Chicago Times has been guilty of more enterprise. This time it is an enlargement of the page and the use of type large enough for a religious hebdomadal. Now the Times has machinery and type and, in fact, everything but editors.

The teachers received nearly half a month's pay last Saturday, notwithstanding the kindness and liberality of Comptroller Farwell, who wanted to apply the money upon the Gage defalcation. Mr. Farwell is noted for his good disposition toward the teachers. When he is looking for office again they will remember him in their prayers.

It is safe to say that no large city of the United States has school buildings so uniformly convenient, commodious, well-lighted, and well-arranged as those of Chicago. For this state of things the credit is due to James Ward Esq., Building and Supply Agent of the Board, who originally urged the construction of a more elegant and spacious class of structures than those at first designed, such as the Jones, Kinzie, Franklin, Washington, and Scammon;



not to exclude the Deaborn, which, when built, was said by the press to be a proper edifice for a lunatic asylum, to which its projectors should be the first subjects committed.

From the erection of the Haven to that of the Throop, there has been at least no falling off in the excellence of design in school houses. A new and admirable class of buildings, containing each fifteen rooms, is now springing up in various parts of the city. This fact is only one of the signs of the return of good times to the school system of Chicago. The present plan is to have on each of the three floors two rooms in the front half, and three in the rear, which projects sufficiently on either side to admit of that number and allow broad stairways for entrance and exit. The halls are wide, the heating and ventilation up to the latest improvements in that line, and all the other appointments, stairways, dressing-rooms, and corridors, equally well adapted to school purposes. The credit of these later improvements is due principally to A. C. Bartlett Esq., Hon. P. A. Hoyne, U. S. Commissioner, and Chr. Hotz Esq., the latter of whom, being an engineer and architect, has given the erection of the newer buildings his personal supervision. The sum of \$140,000 has been appropriated by the Common Council to carry the good work forward. Our song now is, "Wait a little longer," and "Hard times, come again no more."

The report of the Committee on Mathematics for the revision of the course of study is admirable in every particular. It is definite, explicit, and well graded. It is sufficiently specific to fit our circumstances exactly, and general enough to apply to any series of text-books and any system of graded schools. The chairman of this committee is Mrs. E. F. Young, Principal of the Scammon School.

This has been an unlucky term in the matter of holidays. Washington's birthday had the perversity to come on Saturday, and this week St. Patrick's Day came and went, and it never occurred to Mr. Wells to close the schools. But we do not give up. All Fool's Day is not far off. Then we shall see what we shall see.

#### GREAT ATTRACTION!!!

*This department next week will contain an article entitled*

YEO, HEAVEHO!

OR

THE SHIP OF FOOLS,

Being an account of the voyage of a party of Chicago teachers to Europe next summer.

LOOK OUT FOR SQUALLS!

A very wise measure was taken at the last meeting of the Board of Education in raising the average for a teacher's certificate to 80 per cent and thereby excluding all the persons examined. Were it not for their extreme secrecy, the recent examinations for teachers' certificates in this city would be quite farcical. There is no reason why these examinations should not be announced as long beforehand and as publicly as the advertisements for bids for building, heating, and furnishing school houses. By such publicity, which we hope to see practiced in the future, teachers from a distance will be attracted to the examinations and a better grade of talent secured than that which has characterized our recent importations; always provided that the salaries be raised 25 or 30 per cent above the present figures.

At last week's meeting of the Board of Education, it was decided to name the new school at the corner of Wabash avenue and Eda street the Raymond School, in honor of B. W. Raymond. It was also decided not to give certificates to any applicants for positions as grammar teachers, who did not reach a percentage of 80 on examination, and that no such applicants should receive certificates as high school teachers. Report was made adversely to reading the parables of the New Testament in the public schools, as there is no book containing the parables in a condensed form.

#### DON'T DO IT.

Don't do it, girls. A late circular from the office gives implied permission to teachers to inflict corporal punishment. Taking advantage of such permission will bring us back to barbarism. It is not sufficient to advise teachers to make whipping the last resort. When flogging is at all contemplated, it will be the first, not the last means of discipline. It is the speediest, the easiest, the one that first suggests itself, and the one most in harmony with the teacher's feelings at the time it is merited. In the same circular, punishments are classified as follows:

I. PRIVATIONS.—Such as not being permitted to enjoy the following privileges: 1. Of attendance at school; 2. Of recess; 3. Of reciting with class; 4. Of seat in the school-room; 5. Of play; 6. Of dismissal with school-mates; and also, 7. Fines for injury to school property.

II. PERSONAL PUNISHMENT.—As: 1. Extra tasks; 2. Reproof; 3. Censure; 4. Discredit marks; 5. Confinement; 6. Disgrace by suspension or expulsion; 7. Corporal punishment.

We cannot testify to the wisdom of the above classification. It is dangerously suggestive. We are so progressive that we believe in memorizing the seven corporal and the seven spiritual works of mercy, but not in dwelling with fascinated attention upon the seven deadly sins. The above category is a brace of seven mortal sins against the spirit of good government. There is not a practice mentioned that the schools did not make it a point to crush out a some time or other. As the discipline of a school improves, one after the other of the above modes of government is dropped, until, as the system approaches perfection, the various modes of punishment totally disappear. By banishing the thought of punishment, we banish the need of it, if our administration is strong. Now, our system has such momentum that a penal code would seem to be superfluous. If, however, flogging be necessary, don't do it, girls; let the principals do it. Most of them are large enough, and all of them are ugly enough—we allude to the men of course—to be qualified for the job.

#### DON'T OVERLOAD THE PRIMARY GRADES.

We beg of the committees now in the act of drafting a graded course not to over-load the lower grades. The most satisfactory work we ever had in the lowest grade was when children were promoted from it on being able to read, write, and spell 150 words, and count to one hundred. Then they were moved on and kept interested in their work, whereas, now they literally soak in the grade, remaining in it till nine, ten, or eleven years of age, pushed up and down, according to the exigencies of the seating accommodations, till finally discouraged into a state of permanent apathy. One educational quack after another has fastened what he thinks should be learned upon the primary grades until they embrace a quite extended curriculum. Many seem to have forgotten that the grades are inverted and that what is now called First Grade is not the one in which children are prepared for the high school.

One lunatic wants geography introduced into the First Grade, whereas the only geography attempted should be the child's residence and the cardinal points of the compass. Another candidate for Elgin wants elementary astronomy taught in the primary department, so that children may know the relation of the earth to the sun and moon, and cease wondering about the stars. It is easy to determine what relation the moon bears to his head, and, as to the stars, the only ones most of our youth are troubled about are those worn on the breasts of policemen. Still another lune contemplates the reintroduction of oral instruction, embracing botany, zoölogy, natural philosophy, and chemistry, even to the latest developments of science in the hands of Keely and Edison. This matter of oral instruction was thoroughly tried in Chicago and dropped from the course only two or three years ago with a pean of hallelujahs. The oral course is very limited and practical in San Francisco where the people have keen common-sense, but is still advocated in Boston by an educational Bunsby named Eliot. We want none of it in Chicago. The cry is raised by demagogues and their dupes that so large a proportion of children leave school from the lower, even from the lowest grade. So they do, and if the lowest grade is made much harder they will leave school without going any farther. It is the enemies of the schools and their official tools that have forced this over-crowding of the lower grades upon us, and now they point to the disproportion of numbers in the higher and in the lower grades as proof of the failure of the system.

In framing a graded course, the lady principals should have the chief voice, for they have taught in the several grades, and know what they are talking about.

The bad effect of the absence of all drill in mental arithmetic is keenly felt in the upper grades. If pupils have to multiply or divide merely by 10, they must needs take pencil and paper to do it. Rather than tolerate this slowness and deficiency we had better resort to the use of Colburn's. But the whole difficulty could be remedied by the adoption of a text-book containing good mental exercises in numbers preliminary to the written treatment of the several subjects. Give us this or a separate text-book on mental arithmetic.

The teachers were paid \$22,664 last Saturday, about 43 per cent of the pay roll for the month of January.

## Practical Department.

The counting by a given number, as by 2's to 100, 3's to 60, 4's to 48, or by 8's to 24 is of small value as a method of drill. It is purely mechanical. A child will rattle off 3, 6, 9, 12, 15, 18, etc., without knowing the meaning of the work and will be stalled when asked how many are 9 and 3, or 11 and 2. True drill is secured by ringing changes on the combinations when the figures in column are identical, or, better still, by rapidly footing up columns of different figures. The so-called grouping is of little practical utility. The most accurate accountants add one column at a time, and they are also the most rapid. The following will illustrate our meaning:

### FIRST GRADE DRILL.

2	2	1	2	2	1	1	2	1	1
2	2	2	1	2	2	2	2	2	1
2	2	1	2	1	1	2	1	1	2
2	2	2	2	1	2	1	1	2	1
2	2	2	1	2	2	1	2	2	2
2	2	1	2	1	1	2	1	1	1
2	2	2	1	2	2	1	2	2	1
2	2	1	2	2	1	2	2	1	2
2	2	2	2	1	1	2	1	2	1
2	2	1	1	2	2	1	2	1	2
2	2	2	2	1	2	2	1	1	1
2	1	2	3	4	5	6	7	8	9

The above columns should be read off not spelled; as, in the second column, 1, 3, 5, 7, etc.

### SECOND GRADE DRILL.

3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	3	3	4	4	4	4	5	5
3	1	2	4	1	2	3	5	1

In the Third Grade, 6's, 7's, 8's, 9's, 11's, and 12's should be treated in the same manner.

### THE TRIANGULAR GLOBE PROBLEM.

(Republished from No. 97.)

Four globes each of the same size are placed in a box three feet long and two feet high. Two of the spheres rest against, and exactly reach across one end of the box. The third rests against the middle of the opposite end of the box. The fourth, when resting on the other three, just reaches the top of the box.

Required the diameter of the globes.

To make the solution general: Let  $W$ =length of pile corresponding to length of box. Let  $w$ =distance from point of contact of the two contiguous base globes to the center of the detached globe, being the length of base of tetragon formed by connecting centers of three bottom globes to center of the top sphere.

Let  $H$ =height of pile corresponding to height of box.

Let  $h$ =perpendicular height of tetragon.

Let  $d$ =diameter of a sphere.

We now have five terms, two of which being given, either of the other three can readily be found, giving rise to thirty distinct propositions.

And if we introduce  $n$ =the distance from the point of contact of two con-

tiguous base spheres to nearest surface of the detached sphere, the number of propositions may be increased to sixty.

$$H=h+d; h=H-d; d=H-h; W=w+d; w=W-d; d=W-w.$$

$\sqrt{(d^2-\frac{1}{4}d^2)}$  or  $\sqrt{(\frac{3}{4}d^2)}$ =distance from center of top sphere to point of contact of the two contiguous base spheres, being the distance from one angle to the middle of the opposite side of the equilateral triangle each side of which  $=d$ .

$\sqrt{(\frac{3}{4}d^2-h^2)}$ =distance from point of contact of the two contiguous base spheres, to a point in the plane of the base of the tetragon directly under its apex.

$\sqrt{(\frac{3}{4}d^2-h^2+\frac{1}{4}d^2)}$  or  $\sqrt{(d^2-h^2)}$ =distance from point in plane of base of tetragon directly under its apex, to center of one of the contiguous base spheres.

$\sqrt{(d^2-h^2)}-\frac{1}{2}d$ =distance from point in plane of base of tetragon directly under its apex to surface of one of the contiguous base spheres; being the same distance to surface of the detached base sphere.

$\therefore \sqrt{(\frac{3}{4}d^2-h^2)}+\sqrt{(d^2-h^2)}-\frac{1}{2}d+\frac{1}{2}d$ =distance from point of contact of the two contiguous base spheres to center of the detached sphere= $w$ ; hence  $w=\sqrt{(\frac{3}{4}d^2-h^2)}+\sqrt{(d^2-h^2)}-(1)$ ; this gives  $w$ , when  $d$  and  $h$  are given.

From this formula we readily find

$$h=\sqrt{\frac{d^2}{8}\left(7-\frac{d^2}{8w^2}\right)-\frac{w^2}{4}} \quad (2);$$

this gives  $h$ , when  $w$  and  $d$  are given.  $w=W-d$ ; substituting this value of  $w$  in (2) we have

$$h=\sqrt{\frac{d^2}{8}\left(7-\frac{d^2}{8(W-d)^2}\right)-\frac{(W-d)^2}{4}} \quad (3);$$

this gives  $h$  when  $W$  and  $d$  are given.

$H=h+d$ ; hence

$$H=\left\{\frac{d^2}{8}\left(7-\frac{d^2}{8(W-d)^2}\right)-\frac{(W-d)^2}{4}\right\}^{\frac{1}{2}}+d \quad (4);$$

this gives  $H$ , when  $W$  and  $d$  are given.

From this formula the value of  $d$ , in terms of  $W$  and  $H$ , can be found. Its reduction leads to

$$25d^4-16(5W+8H)d^3+8[13W^2+8H(H+4W)]d^2-64W[W^2+2H(H+W)]d-16W^2(4H^2+W^2)=0 \quad (5)$$

This general formula gives  $d$ , when  $W$  and  $H$  are given.

Introducing values of  $H=2$ ; and  $W=3$ , we have

$$25d^4-496d^3+2728d^2-5568d=3600$$

When the globes are placed in their most compact form, taking  $d=1$ ;  $H$  will  $=1+\frac{1}{2}\sqrt{6}$ ; also when the detached base sphere is placed at its greatest possible distance,  $H$  must exceed one.

In the given example,  $H$  being 2;  $d$  must be between 2 and  $(6-\sqrt{24})$ . Hence although the resulting equation gives four real positive values of  $d$ , yet it contains but one root that will fulfill the conditions of the problem. By the general Rule for the numerical solution of higher equations, or by Horner's method, we readily find  $d=1.2441022$  feet. Ans.

D. H. D.

WOODFORD CO., ILL.

### A PROBLEM WITH SOLUTION.

To the Editors of the Weekly:

Last year I observed the following problem propounded in your paper, with a request that a solution be sent. Having seen no solution offered as yet, I enclose the following.

Respectfully, X. Y. Z.

OAK PARK, ILL., March 10, 1879.

PROBLEM:—A man bought a piece of land for \$3,000, agreeing to pay 7 per cent interest, and to pay principal and interest in 5 equal annual installments; how much was the annual payment?

SOLUTION:—

$$\$3,000+5=\$600.$$

Int. of \$3,000 for 1 y. at 7 per cent  $=\$210$ ,  $+\$600=\$810$ , amt of 1st. paym't

" " \$2,400 " 1 " " " "  $=\$168$ ,  $+\$600=\$768$ , " " 2d. "  
 " " \$1,800 " 1 " " " "  $=\$126$ ,  $+\$600=\$726$ , " " 3d. "  
 " " \$1,200 " 1 " " " "  $=\$84$ ,  $+\$600=\$684$ , " " 4th. "  
 " " \$600 " 1 " " " "  $=\$42$ ,  $+\$600=\$642$ , " " 5th. "

$$\$3,630=\text{sum of "}$$

$\$3,630+5=\$726$ , average payment.

The owner of the property should receive \$810 at the end of the first year; if he receives but \$726, he loses the interest of the difference, or \$84, for 4 years. On the second payment, he loses the interest of \$42 for 3 y. On the third, there is neither gain nor loss, while on the fourth and fifth there is a gain; or,—



\$810-\$726=\$84,  $\times .28 = \$23.52 = \text{am't of int. lost on 1st payment.}$   
 768-726=42,  $\times .21 = 8.82$  " " " " " " 2d. "  
 726-726=0,  $\times .14 = 0.00$  " " " " " " 3d. "  
 726-684=42,  $\times .07 = 2.94$  " " " " " " "gained" 4th. "  
 726-642=84,  $\times 0 = 0.00$  " " " " " " 5th. "  
 \$32.34, total amount lost, minus \$2.94, total amount gained, equals \$29.40.  
 This should be added to the entire payments, that there may be neither gain nor loss.  $\$3,630 + \$29.40 = \$3,659.40, + 5 = \$731.88.$   
 The answer in the book, Robinson's Prac., p. 341, is \$731.67+, but I think the above result is correct.

## A SPECIMEN LETTER FORM.

BLOOMINGTON, IND.

Tues., March 4th, 1879.

Mr. WINCHELL,

I once saw a leading lawyer of our bar, after writing a short letter in the court room, tear off the blank paper, remarking " 'Tis useless to send all this paper;" and then adding "I remember the lesson of economy given me long ago by an honored teacher," he enveloped, stamped, and mailed the rest.

Now this man

1st. Saved to himself a *trifle*, perhaps half a cent both in paper and in time.  
 2d. He saved to the mail a trifle in useless weight. And

3d. He saved to his correspondent a trifle both of time and of trouble in handling, labeling, and filing away a useless bulk of paper. But these five trifles put together and then multiplied by 50 millions of such letters passing annually thro' the mails make up an aggregate of vast importance; an aggregate that affects the price of paper and the cost of postage, and thus the welfare of every man that writes or reads. Shall this silly habit of sending blank paper through the mails continue?

All waste is a sin. For Jesus taught "Gather up the fragments that *nothing* be lost." And doubly a sinner is he who wastes both the time and the property of others in a needless waste of his own. Please see in the WEEKLY of 26th Dec. [pg. 332] under "An Economical Amen," how business men regard this matter, and then give us at once a good lesson on Economy and a good Form for an ordinary letter.

Y'rs truly,

M. M. CAMPBELL.

We have published the above letter as Mr. Campbell wrote it. He has two or three hobbies, and we believe letter forms is one of them. The above is one of his finest specimens. He usually carries his notion of brevity and economy so far that the abundance of abbreviations in his letters is ludicrously out of harmony with the frequency with which his paragraphs occur. One of the most important features of a good business letter is its clearness, and the facility with which it may be read. Any letter written so closely as to cause trouble in reading cannot be said to be a good model for learners, and many a letter is laid aside for answer at "a more convenient season" simply for this reason. A letter crowded into one small sheet which ought to cover two or three does not deserve to be read; it is an imposition upon the one to whom it is addressed. Write plainly; use plenty of paper; and sign your name and address distinctly, and you have done more toward producing a perfect letter than by the observance of all the rules of the books for "forms" and styles. What a business man notices and is interested in is *what* you write, not *how* you write. Begin anyway and close anyway, but be sure your letter can be read easily, and as accurately understood.—EDS.

## ON THE FORCE OF CERTAIN LETTERS.

To the Editors of the Weekly:

In No. 105, p. 76, Mr. Doty gives some remarks on phonetics. You, no doubt, are desirous of presenting sound doctrine, and of giving the "other side," when a mere profile view has been given of any important matter. Mr. Doty says that *w* in *wind*, *work*, etc., has the same sound "exactly" as the *u* in *full*; also that *y* may be discarded, as its office is always performed by *i*-short, as in *yard* = *iard*; *young* = *iung*. I know another old phonetician who insists that *wood* = *wvud*. And a speller by a southern author, published in New York, says on its page 60, "Are *oet* and *wet* the same? If so, from what vowel comes *w*?" From *o* in *do*. "So compare *oek* and *yoke*." There is need of more thorough study of the elements of speech in all our training schools for teachers. *W* and *Y* are consonants because they are produced by contacts which break the even vibrations of the flow of breath. In the case of *w* the lips are touched together lightly; in the case of *y* the tongue and

sides of the palate; in the case of *oo* there is a smooth unbroken breath flow through a definitely shaped and changelessly held passage, and so with *ee*, and with all other vowels.

Mr. Doty would discard *x*. It is a very useful and convenient representative of *ks*, and entirely harmless. Let it stay on awhile. W.

## THE NEEDED PRONOUN.

To the Editors of the Weekly:

Rev. John's paper, given in No. 106, p. 88, seems to me full of sound truth and good advice. While the subject is up I will, if you like, contribute mention of a pronoun which is in general use in some of the western counties of England to express the common gender (masc. or fem.) and singular number. The only reason why its use is not accepted in the schools is apparently the "*odi profanum vulgus*," which disdains any provincialism as something low, something not found in the books. But in these later times, and in this less aristocratic country, we accept many a convenience from very humble sources and lowly lips.

This dialect pronoun is simply a short *a*, which sometimes degenerates into the natural vowel or front mouth improvement of a mere grunt—*u* as in *ugly*. And the declension is

NOM.	<i>ā</i> or <i>ū</i>
POSS.	<i>ā's</i> or <i>ū's</i>
OBJ.	<i>an</i> or <i>un</i>

And it is used like this: "If the person who lost *a's* purse will call at this office *a* will perhaps hear of it." (In which, however, as Mr. John says, the article *ā* would serve better than the pronoun). So, again, "There is a beggar at the door." "Well, give *un* that piece of bread and meat." W.

## A CALL FOR LIGHT.

To the Editors of the Weekly:

Will you or some of your correspondents give me a full solution of the following question:

What time is it when  $\frac{2}{3}$  of the time past noon equals  $\frac{2}{9}$  of the time from then until midnight?

Such questions I do not understand, therefore I need and ask for a little light. IGNORANT.

SAN BERNARDINO, CAL.

## EXAMINATION QUESTIONS—EDUCATION DEPARTMENT, ONTARIO.

SECOND CLASS TEACHERS AND INTERMEDIATE.—GEOGRAPHY.

Values.

Time—Two Hours.

- 5 1. Explain the *causes* of the change of seasons.
- 10 2. In what month does a place on the Arctic Circle have its longest day? What is the length of that day? State the relative lengths of day and night in the South Frigid Zone on that day?
- 10 3. New York is situated  $74^{\circ}$  west of London. A vessel sails from New York, and her chronometer keeps New York time. On a certain day her chronometer marks 28 minutes past 10, when the sun shows it to be 12 o'clock. What is the longitude of the vessel?
- 5 4. You have a cargo of tea at Hong Kong which you wish to bring to Toronto. Mention the chief places you would pass or go through by the most direct route.
- 15 5. Where do the wholesale merchants of Ontario procure the largest quantities of Rice, Sugar, Coal, Coal Oil, Iron, Manufactured Hardware, Watches, Earthenware, Silks, and Cottons?
- 5 6. Where are Isothermal lines most nearly parallel with the equator?
- 10 7. Name the towns in Ontario where other Railroads make connections with the Grand Trunk R. R.
- 20 8. Sketch a map of Turkey in Europe showing the position of the Danube, the Balkan Mts., Roumania, Servia, Bulgaria, Rustchuk, Plevna, and Constantinople.
- 20 9. What and where are the following:—Stuttgart, Metz, Lipari, Gothland, Toulon, Weser, Ortegai, Luzon, Khiva, Aden, Macassar, Lualaba, Lena, Everest, Sucre, Vosges, Frio, Canso, Aspinwall, and Dantzic.

—Some forty years ago the program of one of the concerts of the Norwich Musical Festival contained the following list of pieces and of singers. It can hardly be considered overloaded as regards punctuation. The "Messiah" was to be performed, and the numbers ran somewhat in this way: "Comfort ye Mr. Hobbs. But who may abide Mr. Balfé. Behold a virgin Mr. Young. Behold darkness shall cover Mr. Phillips. Rejoice greatly Miss Birch. He shall feed Miss Hawes. Come unto me Madame Stockhausen."

## Educational Intelligence.

## EDITORS.

*New England*—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.  
*Colorado*—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.  
*Iowa*—J. M. DeArmond, Principal Grammar School No. 5, Davenport.  
*Illinois*—Prof. John W. Cook, Illinois Normal University, Normal.  
*Indiana*—J. B. Roberts, Principal High School, Indianapolis.  
*Minnesota*—O. V. Tousley, Supt. Public Schools, Minneapolis.  
*Wisconsin*—Prof. S. S. Rockwood, State Normal School, Whitewater.  
*Ohio*—R. W. Stevenson, Supt. Public Schools, Columbus.  
*Michigan*—E. B. Fairfield, Jr., Supt. Public Schools, Howell.  
*Nebraska*—Prof. C. B. Palmer, State University, Lincoln.

CHICAGO, MARCH 20, 1879.

## THE STATES.

**NEBRASKA.**—The thirteenth Annual meeting of the State Teachers' Association will be held at Hastings, March 25, 26, 27. PROGRAM: *Tuesday evening, 7:30*; Address of Welcome, Hon. R. A. Batty, Mayor; Response, Prof. C. B. Palmer, State University; Lecture, Dr. Robert Curry, Prin. State Normal School. *Wednesday, 9 A. M.*: President's Address, Hon. S. R. Thompson, State Supt.; A Normal Training for Teachers—Prof. C. D. Rakestraw, Principal Central Normal School, Genoa; Kindergarten Methods for Primary Schools, Mrs. A. Marston, Beatrice; Miscellaneous Business. *Wednesday, 2 P. M.*: Natural History in the Common School—Prof. H. H. Nicholson, State Normal; The Spelling Reform, Prof. A. R. Wightman, Fremont; Practical Education, Prof. H. H. Wilson, Seward. *Wednesday evening, 7:30*; Lecture—"Berlin and its Schools,"—Prof. Geo. E. Church, State University. *Thursday, 9 A. M.*: The High School Question, Prof. J. M. McKenzie, Brownville; Language in the Primary School, Miss Mary McCowan, Omaha; Changes in the School Law, Hon. S. R. Thompson, State Superintendent. *Thursday, 2 P. M.*: The Three Nesses—Neatness, Truthfulness, and Politeness—Prof. H. N. Blake, Beatrice; A Course of Study from Real Life, Prof. C. H. Crawford, Omaha; Miscellaneous Business. *Thursday Evening, 7:30*: Lecture—The Metric System, Pres't D. B. Perry, Doane College; Social Reunion. The time occupied in the reading of a paper is not to exceed twenty minutes. Each paper will be followed by discussion; speakers being limited to ten minutes. The exercises will be interspersed with music by a select company of singers from the State Normal School, under the direction of their instructor, Professor D. B. Worley. Members of the Association paying full fare going will be returned at one-fifth fare, on presentation of the certificate of the President of the Association. Ladies will be entertained in private families free. Hotels will give reduced rates.

**KANSAS.**—The legislature made an appropriation of twenty-five thousand dollars for the erection of the Normal building at Emporia, the citizens of that place contributing a like amount. It will be remembered that this building was burned not long since.

An appropriation of ten thousand dollars was also made for the State University at Lawrence. It is understood that this amount is to be expended in furnishing the University with an observatory.

A bill was passed providing for the selection and purchase of a site, and the erection and equipment of State Reform School buildings. The buildings are to be within five miles of Topeka.

President John A. Anderson, of the State Agricultural College at Manhattan, having taken his seat as member of Congress, is succeeded by Prof. E. M. Shelton, formerly Professor of Practical Agriculture. His appointment is however temporary. Prof. Shelton is also editor of the *Industrialist*, a paper published by the college.

**INDIANA.**—Purdue University has recently received a valuable entomological collection by donation, from Mr. Fred. H. Schenck, U. S. Consul, at Barcelona, Spain. The Collection embraces 62 grand families, and 2,000 specimens. It has been collected during the past four years by Mr. Schenck, from Europe, Asia Minor, and Africa. The collection is put up in 27 cedar boxes of convenient pattern for exhibition, each specimen being properly classified and named. The whole is valued at \$1,000.

Some enthusiastic reformer who has great reverence for the "original ideas

of the fathers" recently introduced a bill into the Indiana legislature, in effect repealing all school legislation since 1865. Superintendent Smart being asked whether he would support such a step, replied that he would do so most heartily, provided he might suggest one amendment, viz., to repeal the act of 1865.

The "Fourth Summer Tramp" from Butler University will leave Indianapolis for New York June 12; thence to London, Rotterdam, and up the Rhine; thence through Switzerland on foot, from Interlaken to Lake Como; thence by rail to Venice; returning *via* Milan to Lago Maggiore; on foot again to Visp; thence by rail to Monthey; on foot to Chamouny; thence to Vernayaz and Geneva; thence by rail to Paris, with finally a walk through Normandy, returning to Indianapolis about Sept. 20. Fee, \$25. No one who cannot "rough it" need apply. Party limited to twelve, half ladies. Special attention given to Natural History. Chief Director, Prof. D. S. Jordan, Irvington, Ind.

**IOWA.**—Supt. Sabin, of Clinton, has been invited to read a paper before the Wisconsin State Teachers' Association at the meeting in July at LaCrosse. He will conduct the Normal Institutes in Clinton and Monona counties this summer. These counties are to be congratulated upon their good fortune in securing the services of an able educator and indefatigable worker.

Two ladies, Mrs. M. C. Clark and Mrs. M. P. Phelps, were elected school directors of Grinnell, without opposition.

There was a spirited contest over the school election in Davenport. Two new members, Messrs. Bryant and Klug, were elected.

The public schools of Clarinda have been under the management of Prof. Woods for seventeen years.

Keokuk pays her school superintendent \$1,300 per annum, and the principal of high school, \$1,200.

The presidents of the school boards of Marshall county are to meet March 22, for the purpose of regulating teachers' pay through the county.

The Chickasaw county normal institute began a three weeks' session on the 17th. Co. Superintendent Collins is conductor, Miss Carrie Bassett, Assistant, and Messrs. Breckenridge and Weld are the instructors.

**MICHIGAN.**—S. S. Hamill's first course of lessons to the students of the Law Department of Michigan University was so entirely satisfactory that he was immediately reengaged for a second course.

The present law relating to school libraries provides that "All fines allowed and collected in the several counties and townships, for any breach of the penal laws, shall be exclusively applied to the support of such libraries." A proposition to amend the law on the plea that comparatively few of the townships comply with the requirements of the constitution and the law on the subject, and that the funds are *otherwise appropriated* has called out a vigorous protest, and it is hoped that the law will remain unchanged.

Rice A. Beal has given to the Regents of the University a deed of his interest in the Beal-Steere collection, valued at \$11,450, which is to be turned over to the University on condition that the Regents build a fire-proof museum building in which to place it.

March 12, Dr. G. R. Thomas lectured before the Detroit Scientific Association on "Hygiene of the Teeth," in which he advocated the chewing of gum by children to enable them both to clean their teeth and at the same time to assist their digestion, care, however, being taken to swallow the saliva. The primary cause of dyspepsia is lack of saliva.

The last educational bill before the legislature is Senate bill No. 75, introduced by Senator Halbert, of Livingston county. It provides for a county board of three examiners to be chosen by the township superintendents of each county.

Following are the arrangements thus far made for teachers' institutes to be held during the week of the spring vacation, beginning March 31: Branch county, at Coldwater; J. S. Crombie local committee, Joseph Estabrook, conductor. Calhoun county, at Marshall; Henry N. French, local committee and conductor. Clinton county, at St. Johns; D. B. Yutema local committee, Z. Truesdel conductor. Grand Traverse county, at Traverse City; L. Roberts local committee, H. A. Ford conductor. Ingham county, at Mason; D. J. Darrow, local committee, D. E. Haskins conductor. Ionia county, at Ionia; J. W. Ewing local committee and conductor. Kent county, at Ada; O. J. Stillwell local committee, A. J. Daniels and E. A. Strong conductors. Lapeer county, at Lapeer; Oliver G. Owen local committee, Wm. H. Payne conductor. Lenawee county, at Adrian; E. G. Walker local committee and conductor. Muskegon county, at Muskegon; C. L. Houseman local committee, R. W. Putnam conductor. Saginaw county, at St. Charles; D. W. C. Tiffany local committee, C. B. Thomas conductor. Wayne county, at Wyandotte;



Miss Belle Widner local committee, I. W. Morley conductor. Wexford county, at Cadillac, April 7; F. C. Pifer local committee, H. A. Ford conductor. In addition to the persons named above, the following, among others, will constitute the corps of instructors: T. W. Harvey and Miss Ross of Ohio, superintendent of public instruction C. A. Gower, deputy superintendent W. L. Smith, E. Olney, I. N. Demmon, J. M. B. Sill, Frank Peavey, W. S. Perry, E. B. Fairfield, jr., E. V. W. Brokaw, N. H. Walbridge, E. P. Church, T. C. Garner, Clark Stanton, Geo. E. Cochran, J. A. Corbin, P. D. Cornell, Geo. D. Herrick, Z. C. Spencer, P. A. Latta, C. Van Dorn, Samuel Dickie, J. G. Plowman, Mrs. Kate B. Ford.

A senate bill now before the House provides for paying Regents and visitors at the University at the rate of \$3 per day for the time spent by them in the performance of their duties, the Regents, however, not to have to pay for more than 24 days in each year.

The faculty of the State Agricultural College have been doing most excellent work this winter in conducting Farmers' Institutes in various parts of the state.

The total enrollment in the Saginaw City schools on January 31, 1879, was 1,513, as against 1,466 last year at same date, a gain of 47. The average number belonging for the year to date is 1,225 against 1,186 for last year; the average attendance each half-day is 1,165, against 1,121 for last year.

Bills have been introduced into the Senate to provide a gymnasium and department of physical instruction at the University, and to create the office of Representative District Superintendent of Schools.

Prof. McLouth, of the State Normal School, delivered a lecture entitled "The Mammoth Cave," before the teachers of Montcalm county at their recent meeting in Greenville.

OHIO.—Fire destroyed a portion of the building of Buchtel College March 4. It was constructed six years ago at a cost of \$150,000, and insured for \$35,000. The entire loss by the fire will not exceed \$12,000.

We make a special request of our Ohio friends that they will furnish the editors of the WEEKLY with more educational news from their own localities. The newspapers of the state that we have thus far been able to obtain do not afford us much assistance in keeping our Ohio readers posted. Send in the items, and you will do a favor to the editors and yourselves. Send either to Mr. Stevenson or the Chicago office. Your home newspaper may contain now and then an item which, if plainly marked *with a pen* and sent to our office, would find its way into this column.

ILLINOIS.—Mrs. Mary L. Carpenter, superintendent of Winnebago county, requested the Directors of the County Agricultural Society to provide for an educational department at the next annual fair, and the sum of \$50 was accordingly appropriated for premiums. Mrs. Carpenter has arranged for her annual teachers' institute to be held the first week in April, as usual. Supt. Doty, of Chicago, will lecture on Friday evening, April 4.

The closing session of a series of sixteen institutes which have been held the present year by the teachers of Peoria county was held in Peoria, March 8. Essays were read by Prin. Mathews, of Chillicothe, H. J. Clark, W. O. Childs, Anna Somers, and Miss Lida Black. Pres. Hewett, of Normal, addressed the institute in the afternoon. The essay read by Miss Somers will be published in pamphlet for circulation among the school officers and citizens of the county.

At the eleventh anniversary of the State Industrial University at Champaign, a gratifying condition of affairs was exhibited. Dr. J. M. Gregory was unanimously reelected Regent of the University, an office which he has filled with distinguished ability and success since the founding of the institution. Miss Lou C. Allen was made Professor of Domestic Science, which is a marked step in advance.

BELLEVIEW, ILLS. March 11, 1879.

To the Editors of the Weekly:

The teachers of St. Clair county organized on the 8th inst. a county association. It is to be a permanent organization, holding four regular sessions yearly and such special meetings as may be thought necessary. The object of the association is to create a union of interest among the teachers of the county and awaken an *esprit de corps*. The teachers also propose publishing in one or more county papers articles pertaining to education, hoping thereby to arouse in the community a greater interest in the schools. Unquestionably, the pedagogic profession ought to be elevated and its influence upon the public ought to be extended. If the teachers feel the dignity of their calling and work together for the advancement of the interests of the public schools and their own welfare, we hope that something may be accomplished. Our association begins with a membership of seventy. We should be glad to have the teachers of other counties form similar organizations, for if the teachers are all inspired by the same spirit and act together, like sensible, cultured, and independent men and women, we believe that our profession may command more respect and may exert a greater influence for good. It is our desire to co-operate with similar organizations elsewhere, to all of which we send greeting.

Mr. Slade, our State Superintendent, was present at our first meeting and gave his encouragement to this undertaking of his former associates.

Communications to the association may be addressed to the Secretary, Mr. Kenower, of Mascontah, St. Clair Co. Our next regular meeting will be held at Lebanon on the second Saturday in June next.

COMMITTEE ON PUBLICATION.

WISCONSIN.—The Wisconsin Teachers' Association will meet this summer at La Crosse, July 8-11.

Rev. Dr. DeKoven, of Racine College, has been elected rector of St. Mark's Church, Philadelphia.

New Lisbon and Evansville high schools are having a month's competition over the matter of tardiness. A little friendly emulation between schools is as good as between pupils.

The political geography of the state was disturbed by the last legislature to the extent of adding three new counties; the addition having been performed by division and subtraction which beats all the mathematical men in the country by several points. Teachers should trace these new counties on a good map, and so be prepared to instruct their pupils properly. We now have sixty-three counties in the state. The east part of Oconto becomes Marinette; the west part of Oconto becomes New; and a strip from the east side of Chippewa and the west side of Lincoln is called Price county.

Since Principal Westcott took charge of the Racine public schools, about a year and a half, the attendance upon the High School has increased 60 percent. The board has given him additional room at a cost of \$8,500, and is about to add four rooms to one of the ward school buildings. If they keep on, the old renown in school matters will certainly come back, and possibly to stay.

Supt. C. W. Roby sends us the annual report of the schools of LaCrosse, for which he has our thanks. The report makes out a splendid showing for the schools in every way. When a city with 3,968 children of school age attains 96.22 per cent of attendance, and only 226 cases of tardiness in the whole year, it is to be warmly congratulated. What city in the state has done better? What city anywhere has done better? Trashy and pernicious reading matter is denounced and a public library advocated, and the high school training is defended vigorously against the aspersion that it unfits a girl or boy for the active duties of life. The omission of Greek is at last advised, and the admission made that, all told, there were only five pupils pursuing that branch at different times during the year. Provision has been made for meetings of teachers in same grade for comparison of methods, and much good is expected from them. About four thousand visits of parents and others are reported by the teachers as well as 185 by Commissioners and 564 by the superintendent. This accounts for some of the above-mentioned prosperity. *Money paid for good supervision of schools is well expended.* There can be no success in school-work till this law is acted upon. One of the wise (not new) recommendations is that of maximum and minimum salaries in each grade, adjusted to time of successful service.

MISSOURI.—A. E. Higgason, Superintendent of the Independence City schools, says that the schools during the present session have, in most cases, been too much crowded to expect effective work from either teachers or pupils.

KENTUCKY.—The *Eclectic Teacher* still claims to be "the only educational journal south of the Ohio river." It should open its eyes and look around upon the younger aspirants for place, and give them respectful recognition.

NEW ENGLAND.—The students of Trinity College having disobeyed an order of the faculty, eight of the most prominent offenders were suspended and required to leave town. Other students asked that this decision be reconsidered, but the faculty remained obdurate, and now the young men refuse to attend any college exercises. They have appealed to Bishop Williams.

An exchange says that sixty-eight Minot school-boys at Neponset were flogged the other day for running away to a neighboring school during recess, six rattans and an hour's time being consumed in the operation.

The evening schools were started at Holyoke in 1868 by George C. Ewing when he was superintendent. That winter's attendance was 20 girls; this winter's attendance numbered 300 pupils with 17 teachers.

The school committee at Amherst, Mass., ask for an appropriation of \$8,000 for the schools for the coming year, which is the same as last year. They give a table of appropriations and expenditures for the last ten years which shows that this sum is one-third less than the highest amount ever appropriated for schools, which was, from all sources, \$13,340 in 1872-73.

## OFFICIAL DEPARTMENT.

## NEBRASKA.

HON. S. R. THOMPSON, SUPT. PUBLIC INSTRUCTION.

1. The County Treasurer has no right to charge a percentage for handling the state apportionment. County Superintendents should see to it that he is not allowed to do so.
2. In regard to the disposal of license moneys, the following seems to be the substance of the Supreme Court's decision: When the money is derived from a license issued by the County Commissioners, it goes into the school fund of the county; but when the money is derived from a license granted by a city, it goes into the school fund of such city.
3. Where no contract has been made, a teacher's month is the calendar month, but a contract for twenty days of teaching in a month would be legal.

## IOWA.

SUPREME COURT DECISIONS.

1. The majority of the legal electors of a district township have the power to determine for what purpose the school houses of such township shall be used, and they may, when legally assembled for such purpose, declare that they may be used for religious services, Sabbath-schools, debating societies, temperance meetings, etc., and when so declared, it is the duty of the Directors to open the house for such purpose, and is as clearly enjoined by law as though expressly provided by statute. The temporary use of a school house for such purpose is not such a use as is in conflict with the constitution, Article 1, Section 3.
2. Where A claimed the office of School District Treasurer, because he received the majority of votes on an informal ballot, and B claimed the office because he received a majority of votes on a formal ballot, held that B was legally elected and entitled to the office.

## MICHIGAN.

HON. C. A. GOWER, SUPT. PUBLIC INSTRUCTION.

1. A township superintendent, engaged in teaching school when his term of office expires, should immediately apply to his successor in office for examination and obtain a teacher's certificate, else he becomes disqualified under the law, and cannot legally be paid any public money.
2. Mere neglect of a district officer to perform duties enjoined by law does not create a vacancy in such office, but the township board may remove such officer, thereby creating a vacancy (sec. 136, school law).
3. A district officer need not call a meeting upon request of five legal voters if the meeting is for an illegal purpose, and the director is not required to open the school-house for such a meeting.—*Lansing Republican*.

## WISCONSIN.

HON. W. C. WHITFORD, SUPT. PUBLIC INSTRUCTION.

1. It is not necessary for the treasurer's bondsmen to be residents of the same township.
2. A treasurer has no right to lend school funds under any circumstances. A refusal to pay over money in his hands, lawfully due, if demanded, is declared to be embezzlement, and exposes him to imprisonment or fine. (See Sec. 4,418—4,421, Revised Statute).
3. In a case where a clerk and director issued an order for work alleged to be done, of which the treasurer knew nothing, and threatened to sue the latter if he did not pay, it is held: That the work could not be legally done without calling a meeting to order it, and where this was not done the treasurer could not be compelled to pay.
4. Unless a teacher's contract specially provides otherwise, he cannot demand any of his wages until the end of his time.
5. A treasurer is not justified in refusing to pay an order for the wages of a teacher who has been teaching in a condemned school house. The penalty is loss on the part of the district of school money from the state while using such a school house.

—The *School Bulletin* announces that "it is more than probable the sixth volume will begin as a weekly." If it does, look out for one of the best educational journals ever published in this country. The only trouble with the *Bulletin* is that it comes but once a month. But when it does come we always get something.

## LITERARY AND MISCELLANEOUS ITEMS.

—Dr. W. S. Clark has resigned his office as President of the Massachusetts Agricultural College, and will assume the management of the Woodruff Scientific Expedition.

—Eberhard Faber, the representative in this country of the great house of A. W. Faber, and the founder of lead-pencil manufacture in the United States, died at his home in New York City, March 2.

A singular meteorological phenomenon was observable in January in many parts of Switzerland. While the temperature in the valleys and plains was low, the waters covered with ice and snow resting on the ground, a warm south wind prevailed in the uplands, and among the higher Alps, where the streams remained unfrozen and the snow almost disappeared.

—The last annual report of the State Superintendent of Public Schools of Tennessee, Hon. Leon Trousdale, is commendable for its perspicuity, brevity, and simplicity. The usual burden of statistical tables is omitted, and only a reasonable and sensible statement of the condition and progress of education in the state during the year is given.

—Colonel John G. James, Superintendent of the Texas Military Institute of Austin, has prepared a collection of extracts from the writings of eminent Southern authors, with a view to their use for exercise in reading and oratory in Southern schools. The work is published by A. S. Barnes & Co., New York. Although a school text-book, and thoroughly sectional, it will occupy a broader field than the Southern schools alone can offer as an admirable specimen of Southern literature of the present day.

—Emily S. Oskey has written "Dialogues and Recitation Conversations," for the use of schools. The book consists of fifteen original dialogues and seven conversations, each brief, pointed, instructive, easily learned and entertaining. The book is published by A. S. Barnes & Co., New York. Price 60 cents post-paid.

—The expression of the press is very favorable to the Grand Educational Excursion to Europe, which is to be conducted by Dr. Eben Tourjée, the coming summer. His party last year was the largest ever taken from America, for such a purpose, and we understand that all were satisfied with the management. Several other parties are preparing to sail under responsible managers, announcements of which may be found from time to time in our advertising columns.

—*St. Nicholas* for March is, as always, rich in instruction and amusement for the children, but, as usual, its beautiful pages are disfigured by some grotesque pictures which can scarcely be said to be either instructive or amusing to those too young to interpret or understand them.

—Among the many new journals which come to our desk every week, none has a more attractive appearance, less of crudeness and bad taste in its make-up, or so much the air of finish and neatness peculiar to journals which have more or less of a successful history, as *The Library and School*, just published at Columbus, Ohio. As its name implies, it is "a journal for the home," rather than the school, and if successive issues maintain the excellent character of the first, we predict for it a successful career.

—*The International Review* for March contains several articles of interest to teachers of the higher grades, viz.: "The Administration and Civil Service Reform," by Edward Cary; "Sleep and Dreams," by Prof. N. S. Shaler; "The Currency and the National Banks," by George Walker; "A Forgotten English Poet," by Sidney Lanier; "The Present Condition of the United States Navy I," "Self Government in the Territories," by Decius S. Wade; "The Silver Conference and the Silver Question," by Simon Newcomb; "Critical Notices of Contemporary Literature," "A Review of English Books," by George Barrett Smith.

—*The Princeton Review* for March contains: "Religion and the State," by the late Prof. Taylor Lewis; "The Genesis and Migrations of Plants," by Principal Dawson; "The Pulpit and Popular Skepticism," by Rev. Phillips Brooks; "Sentimental and Practical Politics," by Edward A. Freeman; "Thiers," by E. De Pressensé; "Final Cause," by M. Janet and Prof. Newcomb; by President McCosh; "Continental Painting at Paris in 1878," by Philip Gilbert Hamerton; "Premillennialism," by Rev. R. M. Patterson; "The Islands of the Pacific," by Sir Julius Vogel. 223 pages. \$2 a year. 25 cents a number. A marvel of cheapness and excellence.

—The Connecticut House of Representatives has passed a bill taxing the property of educational, religious, and benevolent organizations which is not used for the purpose of said organizations. Such property has heretofore been exempt from taxation.

—The Woodruff Scientific Expedition will, it is stated, start from our shores on May 8, if the required number of students is then made up.



## TEARS AND GROANS.

## To the Editors of the Weekly:

As I was unavoidably absent from the meeting of the committee on comparative examinations, I beg a corner of your paper in which to say a few words concerning primary work.

As far as this member of the committee is concerned, the late examination seemed to be a paradox in which both the sowing and the reaping were done in tears.

Our teachers and pupils looked hopefully forward to the examination, and the interest felt in it by the pupils, even in the lowest grades, was refreshing. But alas! in our "general directions to teachers," there were two statements that crushed the enthusiasm out of many a primary school teacher. 1. "The questions should be written upon the blackboard." 2. "Answers without work are not desired."

Now I maintain that, for children doing their first year's work at school, it is too much to require, that they read the question from the board, do all their reasoning about it, and write out the process, with a correct result.

The conscientious teachers, who obeyed the letter of the law by writing the questions upon the board and trying to explain to their seven-year-olds that they must not only put down the answers but show how they got the answers, found themselves questioned on every hand. And when they maintained an unwonted silence, saying to their pupils, "It isn't fair to tell," they saw their "pansies" wither at once. The little hands and heads dropped with discouragement. Some wrung their hands and cried, and in a few instances the teacher cried too. I don't blame her. I would have cried under the same circumstances.

In my own school, where nothing was at stake, (as no member of the committee was to be allowed to send work,) I held the examination according to my own idea, unhampered by "general directions." I ruled a portion of the board exactly like a sheet of paper, distributed the paper and pencils, stated just in what corner of the paper the name should be written, then wrote the remainder of the regulation heading upon the board, and the pupils copied it upon the paper. Then I placed a figure 1 in exactly the position I wanted it, and told my pupils to do the same on their papers. I then said, "Now, on the same line, make the figures from 1 to 9," which of course was correctly done, almost without exception. To the questions, "How many 2's in 6? how many 3's in 6?" some looked perplexed and said, "Why, I know, but I don't know how to put it down here." I merely said, "write just as you would on your slates." That was all I said about answers with work. Some wrote,  $2+2+2=6$ ,  $3+3=6$ ; and some answered 3, 2 2 2, —2, 3 3, both of which were perfectly intelligible to me, and either of which I would accept rather than quench all the hope and enthusiasm of a pupil when he is excited over a state examination.

MARY JOHNSON.

DECATUR, ILL., March 10, 1879.

## PUBLISHERS' NOTES.

—Teachers interested in the subject of geography should send to Charles Scribner's Sons, 743 Broadway, New York, for a copy of "Circular Number 1," recently issued by that house. It contains a fund of valuable information.

—One of the most successful of the numerous "Summer Schools" held in the West is that conducted by Prof. L. S. Thompson, at Purdue University. The fourth annual session will begin July 7. Prof. Thompson is an artist and a scholar, and none will be disappointed in going to him for instruction.

—Students expecting to enter Harvard University next fall will be glad to learn that it will not be necessary to make a trip to Cambridge for the purpose of being examined. According to announcement made this week in another place, examinations will be held simultaneously in Chicago and Cincinnati, June 26, 27, 28. Principals who have pupils preparing for college should send at once to the Secretary at Cambridge for circulars of information.

—Music in schools is inevitable; the important question is, what shall the music be? and how shall it be taught? In Boston these questions were answered nearly fifteen years ago by the adoption of the *National Music Course*, prepared by such celebrated writers as Mason, Eichberg, Sharland, and Holt. Teachers who have been inquiring of us what they should use in teaching the elements of music in the lower grades of schools, and principals who desire a systematic and scientific course of instruction in music for all the grades, will do well to send to Ginn and Heath, 46 Madison Street, Chicago, for a full descriptive catalogue.

—We can recommend without reservation the book-binding firm whose advertisement appears this week in our columns. The new edition of Wedg-

wood's *Topical Analysis* was bound by them, and, like all their work, that speaks for itself. And yet that is scarcely better than what they call "fair." For a "fair" price they will do extra work, and for a *very low* price they will do good "common" work. Their establishment is probably the largest and best equipped in the Northwest, and they stand, consequently, without a rival in that line of business. Write to them for estimates.

—The third edition of *Wedgwood's Topical Analysis* is now ready, as will appear from an advertisement on this page. All orders in hand have been filled to-day, and we are now ready to receive others. The work has been in great demand, particularly throughout the state of Iowa. Institute Conductors have found it a great help in simplifying and expediting their work where the time is limited. Where the book is ordered in quantities a liberal discount is made from the published price.

—Childhood's recognized rights and privileges are now vastly superior to those enjoyed by the children of a larger growth. It is but a few years since children had any "rights which white men were bound to respect." Now legislation, social forces, and choicest literature are for them. Years ago children were "never tired," were ignored underlings, and fed on the mince-meat of adult literature. The character of reading matter furnished schools and families tells of the century's progress. We are led to the above remarks upon examination of the *Wide Awake*, an Illustrated Magazine for Young Folks, published by D. Lothrop & Co., Boston, Mass. It is adapted to young people from ten to fifteen years of age; it is brilliant, and pure; its teachings are simple as the heart of a child and true as the promise of the All-Father. Child tastes are gratified by its variety and fascinating style. No hobgoblin tales distort its pages. Real nature, live boys and girls are portrayed with the purest environments. While charmed with the *Wide Awake* reading matter, young people will be subjects of unconscious tuition in right living, true culture. This magazine is eminently proper for use in schools to supplement the familiar drill-matter of our school reading books. This is probably the only magazine which successfully meets this felt want of *Wide Awake* teachers. It is not like the newspaper experiment, of doubtful or baneful influence. With it judiciously used, reading exercises will cease to be a hateful monotony, and become an interested, life-like expression. Its use can leave no stain on the soul. For those purposes, we can scarce suggest an improvement.

—Sabbath Schools and others interested will read the liberal offer made, in this issue, by the Peerless Organ Company, Port Colden, N. J. The low price combined with the high character of the organ can be explained only on the theory of immense sales. All concede the necessity of instrumental music in Sabbath Schools.

## NEW BOOKS FOR TEACHERS.

(Compiled from the Publishers' Weekly.)

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers. Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

- ADAMS, W. Davenport. Famous books: sketches in the highways and byways of English literature. 9-384p., 12mo, cl. N. Y.: R. Worthington.....\$1 50
- Fourteen papers for the young student and general reader: sketches of the history, character and tendency of the following books, etc.: More's "Utopia;" Fox's "Book of Martyrs;" the first English tragedy and comedy; Ascham's "Schoolmaster;" Sidney's "Arcadia;" Overbury's "Characters;" Quarles' "Emblems;" Brown's "Religio Medici;" Pepys' "Diary;" Selden's "Table Talk;" Steele's "Tatler;" Defoe's "Robinson Crusoe;" Chesterfield's "Letters;" Lamb's "Essays of Elia."
- BLACK, W.: Goldsmith. (English men of letters, ed. by J. Morley.) cl. 7-152p. 12mo N. Y.: Harper & Bros..... 75
- Life and literary labors of Oliver Goldsmith; briefly written for general readers; describes his school and college days, idleness, and foreign travel; early struggles, beginning of authorship, personal traits, production of "The Vicar of Wakefield," "The good-natured man," "Deserted village," "She stoops to conquer," etc.
- CHAMBERS, Rob. ed. Cyclopaedia of English literature; a history, critical and biographical, of British and American authors, with specimens of their writings. Third ed., rev. by Rob. Carruthers; in 8 v., vol. I. Acme ed. 9-406p. 24mo cl., \$2.25 to \$5.25 for the complete work. N. Y.: American Book Exchange.....
- Neat, handy volume; first American edition, containing all the text, unaltered and unabridged, of original, but not the illustrations.
- CRABB, G.: English synonyms explained in alphabetical order: with illustrations and examples drawn from the best writers, to which is now added an index to the words; new ed with add. and correction. 856p. 8vo cl. N. Y., Harper & Bros. 1879 a 50
- New edition of a standard work from new plates; the best edition yet published.
- HOSMER, Ja. K. Short history of German literature. 11-591 p 8vo cl. St. Louis: G. I. Jones & Co., 1879..... 2 25
- In twenty-eight chapters, treating of the Niebelungen Lied; Gudrun; the Minnesingers; the development of prose; the Mastersingers; Luther in literature; the thirty years' war; Lessing; Klopstock; Wieland, and Herder; Goethe; Schiller; the romantic school; Heinrich Heine; the modern era; German style.
- HUNTINGTON, F. D. Unconscious tuition. 45 p. sq. 24mo. (School-room classics, no. 1.) pap. Syracuse, N. Y.: Davis, Bardeen & Co., 1878..... 15

## PUBLISHERS' DEPARTMENT.

**BACK NUMBERS** of the WEEKLY will be furnished or ten cents each until the supply is exhausted. Bound volume for 1877, Half Morocco, with gilt stamp, can be had for \$5.00. Covers alone, 75 cents. If notice is sent us of a missing number immediately on receipt of the next number, we will mail it free. Always give the number of the paper, not the date. In ordering a change in the address of your paper, always give the postoffice and state from which you wish the address changed.

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## Wedgwood's Topical Analysis.

New and Enlarged Edition now Ready.

**TOPICAL ANALYSIS** of Descriptive Geography, United States History, Practical Arithmetic, Physiology and Hygiene, Physical Geography, English Grammar, and Penmanship. For use in Common Schools, Normal Schools, and Teachers' Institutes. Revised Edition, pp. 115. By GEORGE S. WEDGWOOD, Superintendent of Schools at Atlantic, Iowa. Price 50 cents. Chicago: S. R. Winchell & Co.

The Third Edition of this popular work is now ready for delivery. It has been enlarged by the addition of an analysis of the subjects of Physical Geography, English Grammar, and Penmanship. It is the most convenient and useful book yet written for institute, normal school, and grammar school instructors. The subjects are systematically outlined, so that it is immaterial whether a class is supplied with uniform text-books or not. It is well adapted to any good text-book, and hence is of great advantage to county institutes and schools where a diversity of books prevails. It saves to the teacher the great labor and time of copying on the blackboard, or of dictating, an outline for review or recitation, and to the pupils the immense burden of writing the outline down for their own use. They are not in danger of making errors in copying their outline, or of losing the paper on which it is written. Send for a copy and convince yourself of its surpassing utility.

## TESTIMONIALS.

The following are a few of the opinions expressed concerning the previous editions:  
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"I find it an excellent little book, and would recommend it to teachers wishing to review."—Ella L. Clingfelter, Ironton, O.

"I find Wedgwood's Topical Analysis a very great help to 'standing alone.'"—S. C. Bond, Ellis Grove, Ill.

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FACE OF CARD.

## MONTHLY REPORT TO PARENTS,

For the SCHOOL MONTH of \_\_\_\_\_

Room \_\_\_\_\_ School \_\_\_\_\_

## SCHOOL ATTENDANCE.

Number of half-days Absent, - - -  
Number of times Tardy, - - -  
Number of times \_\_\_\_\_ - - -  
Number of times \_\_\_\_\_ - - -

## SCHOOL DEPORTMENT.

Number of Times Disturbance has been Created  
By Idleness, / - - - - -  
By Carelessness, - - - - -  
By Whispering, - - - - -  
By \_\_\_\_\_ - - - - -  
By \_\_\_\_\_ - - - - -

## SCHOLARSHIP AVERAGE AND RANK.

General Average of the Class, - - -  
Average of Pupil for the Month, - - -  
Number of Pupils in the Class, - - -  
Rank in Class, - - - - -  
General Progress \_\_\_\_\_

Teacher.

Parents are requested to examine this Report carefully, and also the marks in Scholarship on the other side of this Card, sign it and return it to the Teacher.

Parent.

BACK OF CARD.

Name \_\_\_\_\_ No. \_\_\_\_\_

	Read	Spell	Write	Gram.	Geog.	Misc.	Arith.	Hist.
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